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ABSTRACT

A pilot test of the National Campaign in Co-operative Member Education was carried out in Tanzania in 1970. The test objectives were to: (1) evaluate the effectiveness of the Campaign administrative organization, and (2) learn how to organize such a campaign. Held during Adult Education Year, the Campaign covered three subjects: Produce Marketing, Ujamaa Villages (Socialist Villages), and Membership in Co-operative Societies. Media employed were one-day courses, radio programs, articles in a newspaper, and illustrated materials. Results of the test showed that the administrative organization can be improved upon, and that one-day courses are the most suitable means for disseminating information to large numbers of people. (DB)

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REPORT:
National Member Education Campaign

by

F. Dubell

Co-operative Education Centre Moshi
TANZANIA

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Third Conference
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A C K N O W L E D G E M E N T S

The Co-operative Education Centre, Moshi, acknowledges with gratitude the co-operation and collaboration during the campaign of all the staff of the Co-operative Wings; the Co-operative Education Secretaries; the Zonal Education Secretaries; the Managers of the Co-operative Unions; the Editor of the Gazeti la Ushirika and Government and TANU officials.

The writer of this report also wishes to thank his colleguc Mr. T. Ridaeus, Assistant Manager of the Correspondence Institute at the Centre, who has been kind enough to read through the manuscript - an exercise that resulted in many comments.

INTRODUCTION

Since the opening of the Co-operative Education Centre in 1964 a number of different methods in Co-operative Education has been tried. They are briefly reviewed in the beginning of this report for the reader who may not be familiar with these methods, their use and development in Tanzania.

The National Campaign in Co-operative Member Education has not previously been tested in the country. The objectives of the pilot test in 1970 were to collect information as to whether the present administrative set-up was propitious to a National Campaign and to take stock of the problems involved.

We also wanted to learn more about how to organise a campaign under the prevailing conditions; which approaches could be used; face-to-face relations; the use of illustrated material; what impact radio education and articles in the Co-operative paper may have on a campaign; selection of participants and, finally, if a campaign at all would stimulate members to attend.

With other words we wanted to get experience from the various facets of running a National Campaign. Some of these experiences have been compiled in this report.

1. METHODS ALREADY IN USE.

1.1. General

Education and training of members is of vital importance to the co-operative societies, to which the members belong and to the Co-operative Movement at large.

Generally, there is no disagreement as to the correctness of this statement; most co-operators agree that a co-operative society will find it difficult to grow, expand and to become prosperous without an underlying understanding of "the nature of the Co-operative Society" among the members. (1)

The problem is rather how Member Education should be tackled; the method or methods to be used to get optimum response. We do not think there is only one formula-method to which we should rigidly adhere. Instead a variety of methods and approaches seems to be the best guarantor for a progressing Member Education.

The intention with this report is to add the National Campaign to the already existing methods. But, first, a brief review of the methods already in use will be given below.

1.2. Radio Education

Radio Education started in January, 1967 when the Co-operative Education Centre introduced a Radio Programme called "Jifunze Ushirika" (Study Co-operation). (2) The programme was beamed at the general public and it was hoped that many Co-operators (members particularly) should respond. The Centre felt it necessary to get listeners organised in Listening Groups. These groups were then provided with discussion manuals as discussion after each programme was regarded an essential ingredient in the whole approach. Each manual had a few questions to be answered and returned to the Centre. By the end of the year (1967), the Centre had received, marked and returned over 4000 answers from Listening Groups and individuals. (2)

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(1) Report on the second Ad-Hoc Consultation on Agricultural Co-operatives and other Farmers Associations in Africa, FAO, Rome 1970.

(2) 8.59/SLM/BMN/08019/30.

During 1968 (3) two different types of programmes were broadcast; the one type consisted of programmes supporting Study Groups studying the correspondence course 'Kazi za Halmashauri' (The work of the Committee) and the other type, which was called 'Kipindi Maalum' (Special Programme), had a wide range of subjects including co-operative news items.

During 1969 (4) the 'Kipindi Maalum' series continued up to May. Then followed programmes supporting a new correspondence course 'Misingi ya Uchumi' (Basic Economy) to be studied by Study Groups. The programmes were repeated at the end of the year.

3. Study Groups

Study Groups were introduced in the beginning of 1968 in connection with the establishment of the first Co-operative Wings in Dodoma and Mtwara.

As we have seen under Radio Education, groups had been formed in 1967, Listening Groups, but their organisation and structure was loose and did not have the characteristics of a true Study Group.

The introduction of Study Groups had, however, only a marginal effect upon Member Education as the great majority of the participants to these groups were drawn from among the Committee-men. The trend was and still is, however, to enrol more and more ordinary members in Study Groups.

In less than three years more than 1200 Study Groups have been organised all over the country. (5)

4. Correspondence Courses

The Correspondence Institute of the Co-operative Education Centre started in 1965 by the publishing of a correspondence course consisting of ten study letters (The Primary Societies Course - PSW). The course was devided into two sections; one general about Co-operation intended for staff, committee-men and members and the other dealing mainly with Book-keeping and was therefore almost exclusively meant for the staff.

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(3) Co-operative Education Centre, Annual Report - 1968

(4) Co-operative Education Centre, Annual Report - 1969

(5) Quaterly Report from the Correspondence Institute July-September, 1970. 8/70/TR/BMM/181170/100.

The introduction of correspondence courses had very little impact on Member Education, if any at all, the main reason being the high rate of illiteracy among the co-operative members.

.5. One-day courses

Since the establishment of the Co-operative Education Centre in July 1964, staff and committee-men education have had priority (6) and the staff of the Centre started by conducting one-and two-weeks' courses all over the country for these groups.

The need for Member Education was, however, pressing and could not be left dormant. Co-operative Education Centre, Newsletter No. 1, 1967, (7) states that "in 1967, we have already entered into Member Education".

Towards the end of 1966 the Co-operative Education Centre introduced "another form of Member Education, namely The One-Day Course" (8). Such courses had not previously been organized and a Hand-book was written that aimed at supporting this 'form of Member Education.'

The introduction of the One-Day Courses was, however, a difficult task for the staff involved; the members showed very little interest and at an Education Conference in Moshi in February 1967 "it was reported that in most areas members of Co-operative Societies are not interested in such courses and that they are only interested in financial matters e.g. prices, second payments....."(9).

The conference recommended that in the future one of the topics at such one-day courses should be 'prices', and that t h a t topic should be dealt with first.

Later experience has shown that by implementing this recommendation, the spread of the one-day courses was facilitated.

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(6) Newsletter No. 1/67 AH/PG/11267/114/300.
(7) Op. Cit.
(8) Hand-book for One-Day Course (AH/DAC/06118/500 - second edition)
(9) A report of the Moshi Education Conference held at the Co-operativ College , Moshi from 6/2 - 7/2/1967; DMM/BMN/13037/134.

The Hand-book (10) suggested that three topics should be dealt with at the one-day courses; each topic should be introduced by a speaker for about 20 minutes and that discussion (preferably in small groups) should follow upon the introduction of each topic.

Those problems, which could not be solved on the spot, should be recorded by a secretary and forwarded to the Committee of the society for consideration and for eventual submission to the Union or to the Regional Co-operative Officer (RCO).

It proved, however, difficult to realize these ideas. Those who were to carry out the one-day courses, the Co-operative Education Secretaries, employed by the Co-operative Unions, and the teaching staff of the Co-operative Education Centre faced a number of problems, the main ones being a cool interest among the members; lack of transport; invited speakers did not turn up; the members' claim for allowances (posho); the secretary did not take notes; some invited lecturers used the opportunity to "speak against co-operatives"(11).

The problems were in abundance and soon the one-day courses deviated from the intentions of the Hand-book and became rather disorgnised gatherings of people, where, in many cases, the same information and knowledge was repeated time after time, which resulted in shrinking numbers of members attending and a feeling of indifference and despondency, both on the part of the members and the organizers.

5. General Meetings

General Meetings are sometimes used for Member Education. The advantages being the large numbers of people attending on these occasions and that they occur regularly once a year.

The reverse side of the medal is that, on these occasions, the members are preoccupied with the business of the General Meeting, which is the reason for their coming, and do not appear to take interest in other matters.

Furthermore, after a General Meeting, which normally lasts for 3 - 5 hours, most of the members are tired and hungry and want to go home.

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(10) Hand-book for One-Day Courses, op. cit.

(11) Report from the Moshi Education Conference, op. cit.

The majority of them have often one or two hours' walk home. It is very rare that officials allow any education programme before the General Meeting starts; many of the members would leave and this would disarray the meeting.

Experience has shown that there should be no special teaching at the General Meeting but, instead, the General Meeting itself should be made educative with educational points and remarks interwoven in the meeting procedure.

1.7. The Gazeti la Ushirika

The Gazeti la Ushirika is the spokesman for the Co-operative Movement in Tanzania with a print order of about 35,000 copies.

According to publicity material, the paper is supposed to go "straight from the printer to the Co-operative farmer...." Unfortunately, this appears to be the exception rather than the rule (12). Co-operative educationalists and leaders have been aware of the problems with the distribution and have urged action to be taken (13). Like all written material, the Gazeti la Ushirika is affected by the very high rate of illiteracy among the co-operative members and its impact as an instrument for Member Education is therefore rather uncertain for the time being. On the other hand, used together with other media, e.g. Study Groups, one-day courses, education meetings, its significance may become more important.

1.8. Film

Film shows are popular practically all over the rural area and their very novelty attracts the attention of young as well as old people.

A film show cannot stand on its own. (14) To have any effect it has to be accompanied by a commentary or a discussion. In some cases it might be necessary to show the film twice; using the first show for comments, discussions and explanations.

Film shows are used in co-operative education in Tanzania most often together with one-day courses as a complement and attraction.

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(12) Graham L. Mytton, Tanzania: A Massmedia Audience Survey.. Some Preliminary Results and Observation, University of Manchester, England.

(13) Memorandum to the Presidential Commission of Enquiry AH/cal/CEC/2246/14.

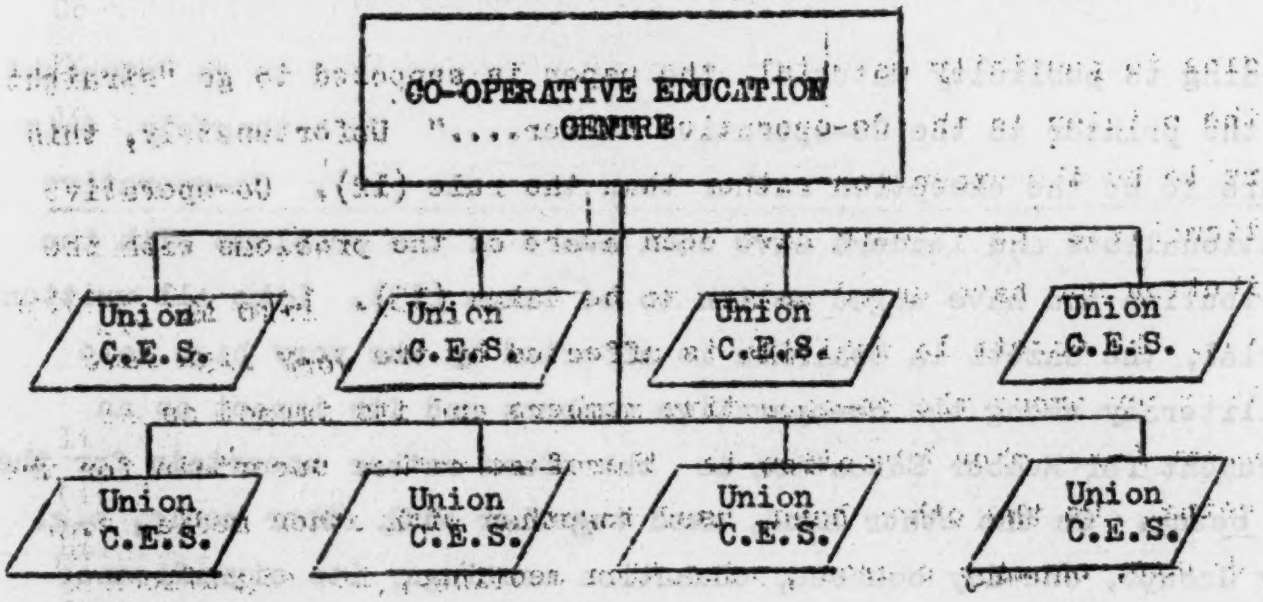
(14) Hand-book on Co-operative Education, Co-operative Education Centre, Moshi.

It goes without saying that the film medium has great potentials (in Member Education particularly) and that it can only be fully utilized when the problem of suitable educational films has been overcome.

2. THE NATIONAL CAMPAIGN.

2.1. Old organisational structure

The main reason why the Co-operative Education Centre has not previously tried the National Campaign as a means of reaching the Co-operative members appears to be that the organisational structure, with the Co-operative Education Secretaries (C.E.S.) at the Unions, has been too weak to be relied upon for such a campaign.



In 1970 there were 24 Marketing Unions which almost all had a Co-operative Education Secretary to deal with co-operative Education (only).*

The case of Nyanza Co-operative Union (N.C.U.) conforms to the above pattern with the addition that the Education Secretaries are in charge of zones instead of regions; one zone each; they are therefore called Zonal Education Secretaries (Z.E.S.) The Co-operative Education Secretary is in charge of the Zonal Education Secretaries and placed at the Headquarter. There are 19 zones.

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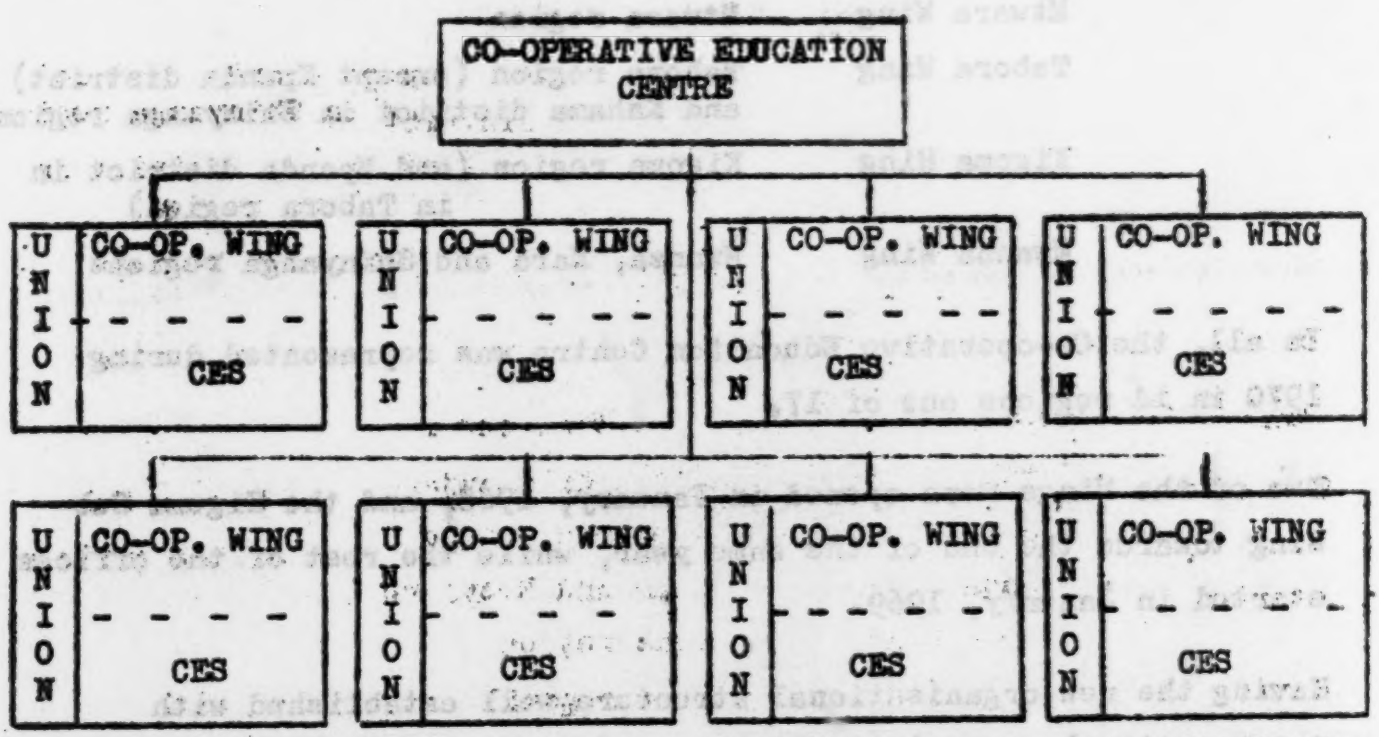
* The amalgamation of small unions into larger, more viable units is progressing rapidly. The aim is to have only one union per region.

2.2. New organisational structure

With the introduction of the Co-operative Wings, which are regional offices of the Co-operative Education Centre and, at the time of the campaign, staffed with one Tanzanian Tutor/Study Organiser and one expatriate.* The structure changed tangibly and the possibilities of running a National Campaign improved.



The Co-operative Wings strenthened considerably the education department of those Union which had a Wing of the Co-operative Education Centre in their regions. During 1970 there were eight (8) Wings, distributed over the country as the map below shows:

*Two of the Wings had no expatriate. The Northern Wing is attached to the Co-operative Education Centre Headquarter in Moshi, but has no expatriate directly working with it, although expatriate staff is available at the Headquarter.

Four of the Wings were to cover more than one region; thus covered the

Northern Wing	Arusha, Kilimanjaro and Tanga Regions.
Dodoma Wing	Dodoma and Singida regions
Iringa Wing	Iringa and Mbeya regions
Songea Wing	Ruvuma region
Mtwara Wing	Mtwara region
Tabora Wing	Tabora region (except Mpanda district) and Kahama district in Shinyanga region
Kigoma Wing	Kigoma region (and Mpanda district in in Tabora region)
Mwanza Wing	Mwanza, Mara and Shinyanga regions

In all, the Co-operative Education Centre was represented during 1970 in 14 regions out of 17.

Two of the Wings were opened in January, 1968, and the Kigoma Sub-Wing towards the end of the same year, while the rest of the offices started in January, 1969.

Having the new organisational structure well established with a comparatively experienced field staff, the head office wanted to explore the possibilities of running a National Campaign and decided to undertake a pilot test.

2.3. Background to the campaign

The opportunity presented itself during 1970, which year was declared the Adult Education Year by President J.K. Nyerere on the New Year's Eve 69/70.

It was anticipated that a National Campaign would stand a greater chance of becoming successful if it could operate within the frame-work of the Adult Education Year; benefitting from the moral support it was expected that various personalities and agencies would give Adult Education during the twelve months of 1970.

Although the President's declaration gave the final stimulus to undertake the campaign, it was, however, not the only reason. The head office had observed during 1969 that staff education and (to a certain extent) committee-men education of primary societies had seen a steady progress, while Member Education was lagging behind (15).

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(15) Co-operative Education Centre, Annual Report 1969, op. cit.

2.4. Approval of the campaign

The Governing Body of the Co-operative Education Centre approved unanimously the campaign. (16)

2.5. Scope of the Campaign

As there was no previous experience to give guidance, it was felt necessary to limit the carrying out of the campaign to the existing eight (8) field offices but still retain the national character. However, as the planning went on, the head office was approached by some of the Wings, which also wanted to involve some of the Co-operative or Zonal Education Secretaries. This was accepted in those cases where the Wing staff could take the responsibility of supervision. There was no Co-operative Education Secretary participating, who received instructions directly from the head office.

Table 1. Field staff involved in the teaching during the campaign.

Wing	Wing Staff	C.E.S.	Z.E.S.	Others(1)*	Total*
Dodoma Wing	1	2	-	2	5
Iringa Wing	2	2	-	3	7
Kigoma Sub-Wing	1	-	-	5	6
Mtwara Wing	2	1	-	8	11
Mwanza Wing	2	1	14	20	37
Northern Wing	1	4	-	3	8
Songea Wing	2	2	-	3	7
Tabora Wing	2	1	-	4	7
Total:	13	13	14	48	88

(1) 'Others' refers in most cases to TANU officials, who taught Political Education; Co-operative Officers, Co-operative Inspectors etc.
*The figures are not exact.

(16) Minutes of the meeting of the Governing Body of the Co-operative Education Centre held on the 9th of July, 1970, Dar es Salaam, (Minute No. 6).

2.6. What was to be taught?

It was decided that the campaign should cover three subjects (i) Produce Marketing (ii) Ujamaa Villages (Socialist Villages) and (iii) Membership in Co-operative Societies.

All the societies to participate were to be marketing primary societies. It was assumed that the members would be interested in knowing the various facets of the marketing procedure.

Since the Arusha Declaration was adopted in 1967, it has been Government Policy to promote the formation of Ujamaa Villages and the Co-operative Movement has been charged with much responsibility in this respect (17).

At a conference in Mwanza (18), the co-operative senior officers stated that "emphasis should be put in explaining the meaning of co-operative membership".

A comprehensive guide, 'Syllabus for Member Education Campaign September-November, 1970', was produced in Swahili. This syllabus was to be the back-bone of the campaign in respect of the educational material to be disseminated.

The material was arranged in three steps; step 1 of each topic to be taught in September, step 2 in October and step 3 in November.

The Syllabus also contained a summary in English and instructions on how the campaign was to be carried out.

2.7.1. Media

Having learnt from experience and from studies (19) that people in the rural areas tend to rely on fac-to-face relations for the communication of practically all kinds of information, the Campaign Planners agreed that the campaign should hinge on the personal approach.

Face-to-face relations can be established only if the co-operative teachers go to the primary societies to meet the members. One-day courses, therefore, seemed to be the most practical method.

In all, the following meadia were to be employed:

(i) one-day courses (ii) radio programmes
(iii) articles in 'the Gazeti la Ushirika' (iv) illustrated material.

(17) Tanzania Second Five Year Plan, Volume I: General Analysis. Co-operative Education Plan for Tanzania, Co-operative College Moshi. etc.

(18) Co-operative Senior Officers Conference held at Mwanza 30th September - 5th October, 1969.

(19) Graham L. Mytton, Tanzania: A Mass Media Audience Survey. Some Preliminary Results and Observations, University of Manchester, op. cit.

2.7.1.1. One-day courses

Taking the past experience into consideration, it may seem too venturesome to put such emphasis on one-day courses. It was, however, recognized that one-day courses per se was a suitable method in Member Education and had not as such caused the difficulties experienced over the last years. Their organisation and contents, however, had to be improved. It is no longer satisfactory (and has never been for that matter) to just announce that, there will be a one-day course at this or that society "to discuss problems". In most cases the same problems have been raised time after time indicating little progress. Co-operative Member Education must, like any other education, be systematic and continous in its approach. There was, thus, a need to give the one-day courses a new meaning. One should perhaps not talk of 'one-day courses' any longer but of 'series of one-day courses', as a single one-day course per year is of very limited benefit to the participants. The Campaign Planners aimed at giving the one-day courses this new meaning.

The campaign (20) was to run over a period of three months; September, October and November, 1970, with one one-day course in each month for the same society and members. Each Co-operative Wing was asked to select 20 societies with good economic performance and a strong leadership. The committee-men of these societies were charged with the responsibility of selecting the members for the one-day courses. In the instructions (20) given to the staff of the Wing it was said that each committee-man should bring at least 5 members. The same committee-man should make sure that the same members turned up at all the three one-day courses.

By adding the above mentioned two points; (i) a series of one-day courses and (ii) selection of members by committee-men to the 'old' concept of one-day courses, it was hoped that these would be revitalized to the benefit of both participants and organizers.

2.7.1.2. Radio Programmes

The Radio Tutor of the Co-operative Education Centre had been charged with giving the campaign the full support of the radio.

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(20) Syllabus for Member Education Campaign, September - November, 1970, Co-operative Education Centre, Moshi.

Programmes on the 'Syllabus' were to be broadcast on Thursdays at 4.30 p.m. to 4.45 p.m. They were to be repeated on Saturdays at 2.30 p.m. to 2.45 p.m. The programmes were produced and recorded by the Co-operative Education Centre and broadcast over Radio Tanzania's National Service.

22 such programmes were produced and broadcast; 44 including the repetitions.

The radio was also to be used for announcing where one-day courses were to be held. It was descretely mentioned that those who had been approached by their Committee-men should attend. Other interested members were, however, also welcomed.

Further, the radio should give progress reports of the campaign in various parts of the country.

2.7.1.2. Articles in the Gazeti la Ushirika

The Gazeti la Ushirika is a monthly paper published by the apex organisation, the Co-operative Union of Tanganyika Ltd.

Five articles were to appear; the first one to be published in the August issue, giving background information to the campaign and the last article should be published in the December issue, summing up the results and experiences from the campaign. In September, October and November each issue should have an article based on the material in the syllabus. Each article should carry the campaign symbol.

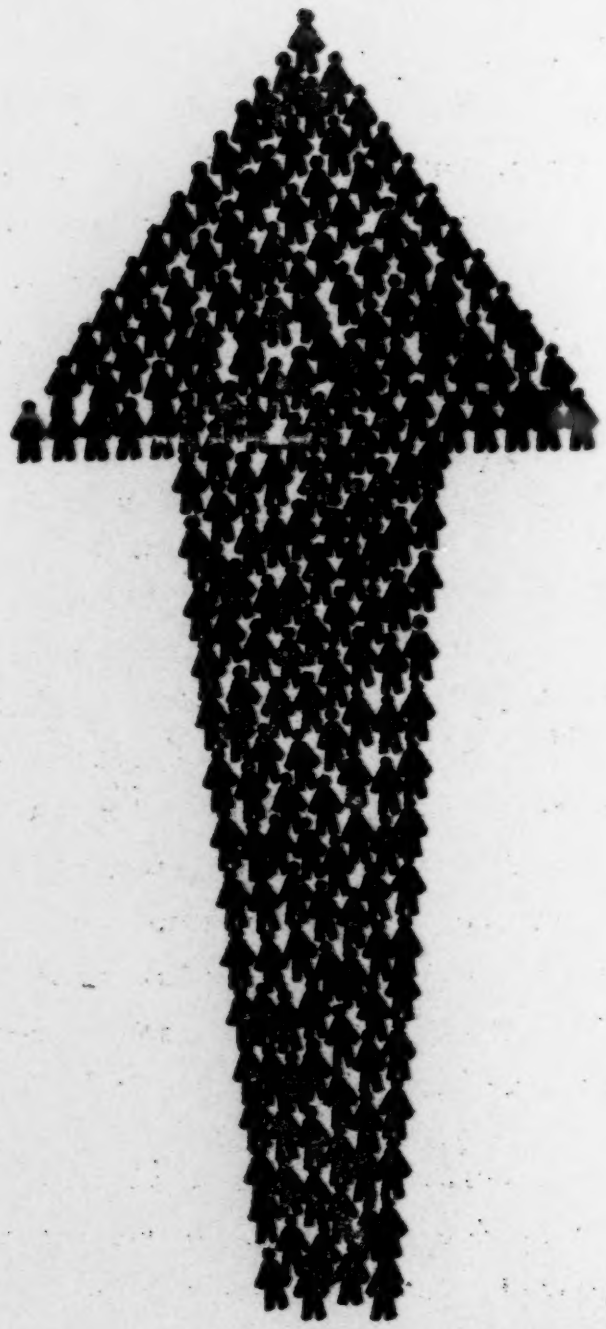
2.7.2. Illustrated material

2.7.2.1. Poster

A campaign poster was designed and printed in an edition of 3000 copies.

1970

ELIMU YA WATU WAZIMA



JIFUNZE USHIRIKA

UVIVU HAUTUSAIDII
TWENDE KUFANYA KAZI
TUFANYEJE KAZI?
PEKEE PEKEE
AU
KWA UJAMAA?

KWA UJAMAA

2.8. How was the staff of the Wings informed?

The campaign was to start on the 1st of September, 1970. The staff of the Wings were for the first time notified of the campaign in a circular letter dated 16th April, 1970. (22)

This circular letter outlined the campaign in such a way so as to enable the Wings to immediately start the preparations, particularly the selection of the societies to participate.

The circular letter invited the staff of the Wings to give comments. Such comments were received from two regions; Songea and Mtwara. Both places had reservations and the crop season was given as a reason.

Other Wings had questions of a more administrative character and all such problems were settled through correspondence.

On June 15th 1970 another circular letter (23) gave additional information and an amendment; the previouse circular letter had stated that the Wings should choose 20 societies. The amendment said that any number between 10 - 20 societies participating would be sufficient.

This last circular letter also instructed the Wing staff on how lists with participating societies should be sent to the head office and how changes should be communicated; dead lines for information to be broadcast and published etc.

On the 20th of July all campaign material, i.e. syllabus, posters, Picture Stories, were dispatched by air, bus and rail to the various Wings. The material was received in all places by the end of that month.

The syllabus contained a comprehensive chapter entitled 'How the Member Education Campaign is to be carried out'.

In the middle of July a staff member of the head office travelled to Mwanza to take part in a conference with the Zonal Education Secretaries and to explain in detail how the Member Education Campaign should be run.

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(22) Circular letter 3, Ref. No. 9.3/FD/AA/12.
(23) Circular letter 5, Ref. No. 9.3/FD/AA/12.

The same staff member travelled in August during two weeks to the offices in Dodoma, Iringa, Songea and Tabora and gave further explanations and advised the field staff on the oraganisation etc. of the campaign.

The office of the Northern Wing is located in the head office and there was a continous contact with that staff. Consequently only one Wing remained, Mtwara, to which no staff member travelled before the campaign started. However, one staff from the Mtwara Wing visited the head office before the campaign start and, in September, a staff member from the head office went to Mtwara.

As can be seen from the above, the personnel of the Wings were informed of the campaign through (i) written information and (ii) personal contacts.

2.9. Results and problems

This section will give some actual figures for the one-day courses and state problems faced by the staff of the various Wings.

Table 2. Number of Co-operative members attending the one-day courses per month and per Wing.

WING	MONTH	NO. OF ONE DAY COURSES	NO. OF PARTICIPANTS
Dodoma	September	12	650
	October	10	656
	November	9	352
Total	Sept. - Nov.	31	1658
Iringa	September	9	1793
	October	4	231
	November	7	376
Total	Sept. - Nov.	20	2400
Kigoma	September	6	377
	October	4	185
	November	6	111
Total	Sept. - Nov.	16	673
Mwanza	September	81	3877
	October	34	2621
	November	35	1674
Total	Sept. - Nov.	150	8172
Mtwara	September	12	2186
	October	10	495
	November	10	546
Total	Sept. - Nov.	32	3327
Northern	September	20	1407
	October	17	911
	November	11	619
Total	Sept. - Nov.	48	2937
Songea	September	15	1280
	October	22	1530
	November	2	130
Total	Sept. - Nov.	39	2940
Tabora	September	14	679
	October	11	1052
	November	11	871
Total	Sept. - Nov.	36	2602
Grand Total		372	24609

As we can see from the above table, a total of 372 one-day courses were conducted within the fram-work of the campaign and attended by about 24,600 co-operative members.

The figure in table 2 indicate an uneven distribution of attendance per month, which the following table confirms.

Table 3. Overall attendance per month.

Month	No. of Participants
September	12,249
October	7,681
November	4,679
Total	24,609

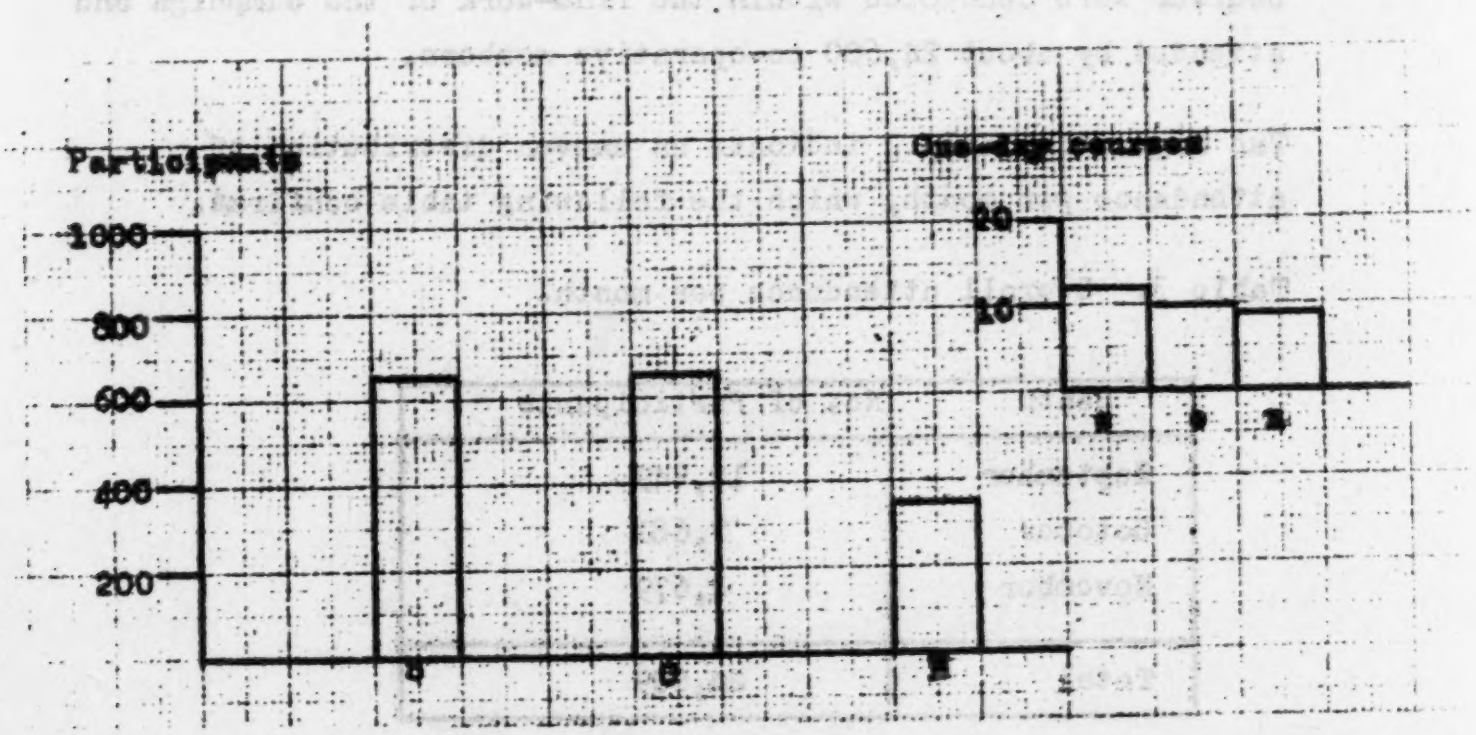
The number of one-day courses carried out also varied from month to month.

Table 4. Total number of one-day course per month.

Month	No. of One-day Courses
September	169
October	112
November	91
Total	372

Table 2, 3 and 4 have clearly shown a declining trend in attendance and in number of one-day courses carried out. Let us for a moment turn to the Co-operative Wings and see their individual position and what problems they encountered in the carrying out of the one-day courses.

2.9.1. Dodoma Wing



The Wing experienced a variety of problems during the campaign, e.g. a generally cool interest among the co-operators to participate who, in a number of cases, preferred the local bar and the 'ngomas' (dances) to the one-day courses. (24)

The main problems reported by the Wing are:

(i) The Ramadhan Fast.

(ii) The Presidential and Parliamentary elections.

(iii) Lack of information to the members.

(iv) Poor support from the local leaders, e.g. TANU and government officials on village level.

(v) Overlapping of events, e.g. the campaign meetings sometimes coincided with self-help and other activities in the villages.

(vi) The syllabus was too long.

(vii) Lack of suitable meeting places.

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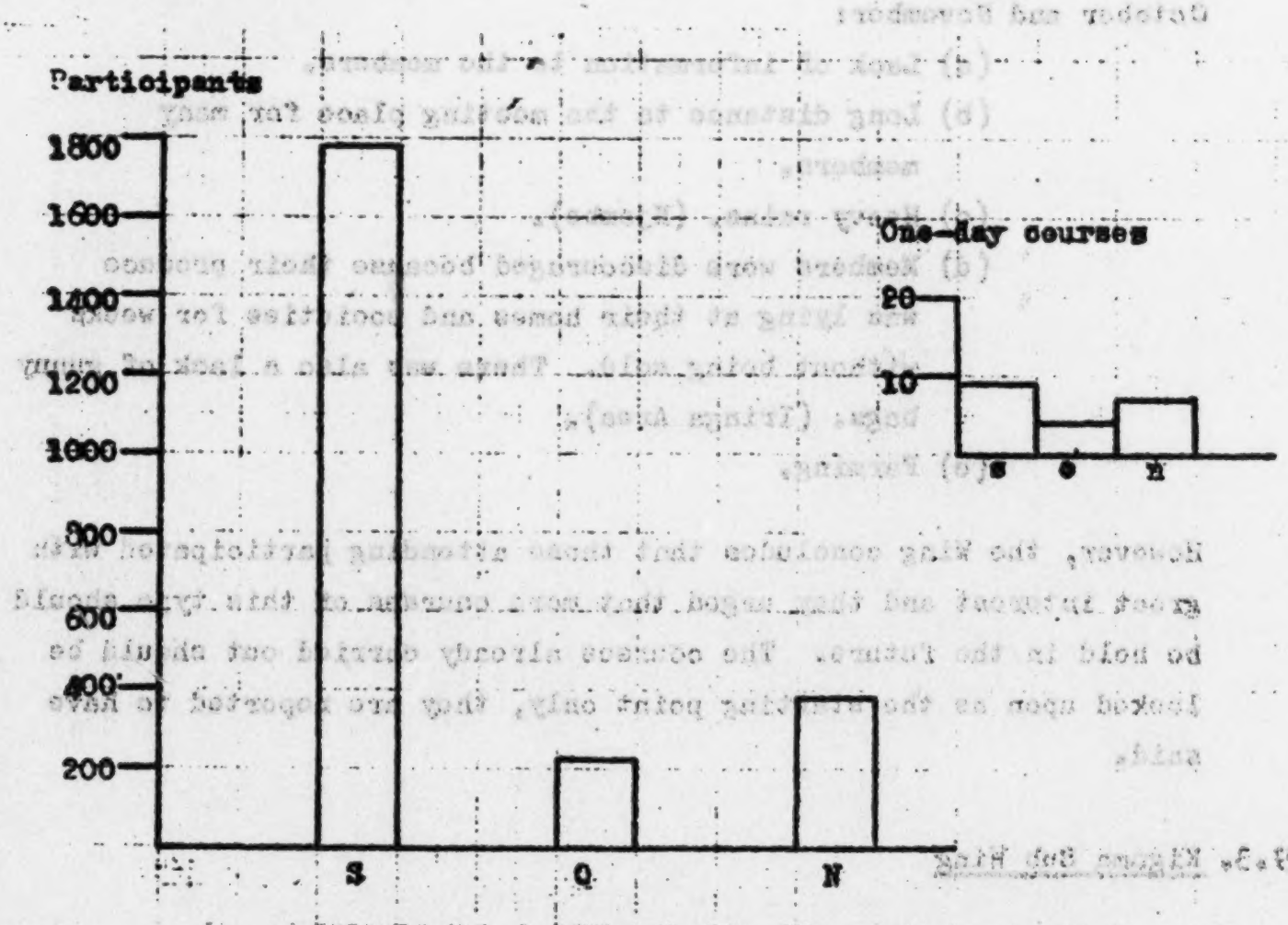
(24) O.3/SPK and Co-operative Education Centre - Dodoma Wing 'Problems', 6th March, 1971.

2.9.2. **Iringa Wing**



As the graph shows, the attendance in September was good, while the ones in October and November declined rapidly.

The Wing states three problems faced during the campaign (25).

(i) Travelling
(ii) Film equipment
(iii) Attendance

Both the Land Rover and the film projector broke down several times in the course of the campaign.

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(25) Final Report Member Education Campaign (undated).

The following reasons are given for the low attendance in October and November:

(a) Lack of information to the members.

(b) Long distance to the meeting place for many members.

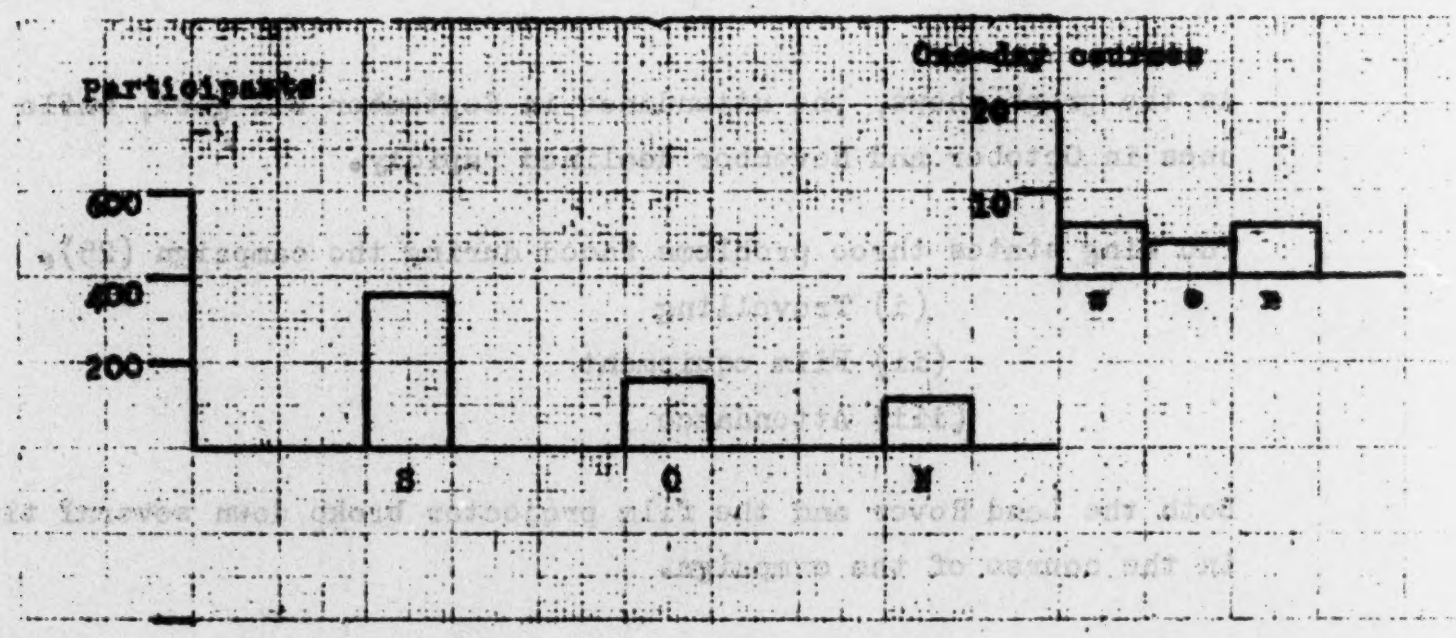
(c) Heavy rains. (Njombe).

(d) Members were discouraged because their produce was lying at their homes and societies for weeks without being sold. There was also a lack of gunny bags. (Iringa Area).

(e) Farming.

However, the Wing concludes that those attending participated with great interest and they urged that more courses of this type should be held in the future. The courses already carried out should be looked upon as the starting point only, they are reported to have said.

2.9.3. Kigoma Sub Wing



Kigoma region is often regarded as a 'difficult' place in many respects including the co-operative undertakings. The Government, for example, still controlled the affairs of the Union in 1970.

The Co-operative Wing singles out three main obstacles during the campaign (26):

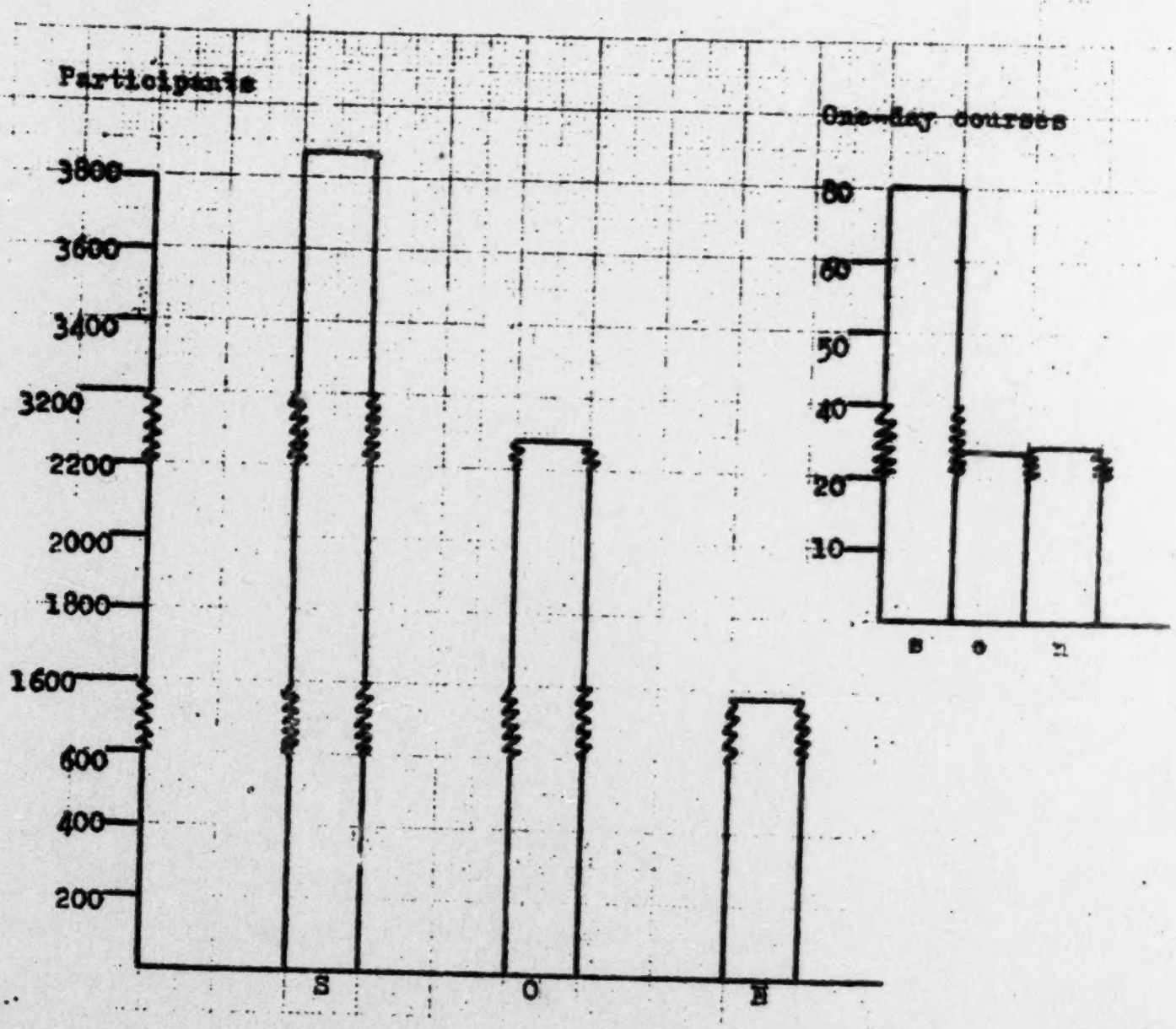
(26) No. 3.0/DMM/MR/3/11-Dec. 24th, 1970.

(i) There was a lack of co-operation among the committee-men of the primary societies and other local leaders. This was reflected by the fact that, in many places, the members were not informed of the campaign.

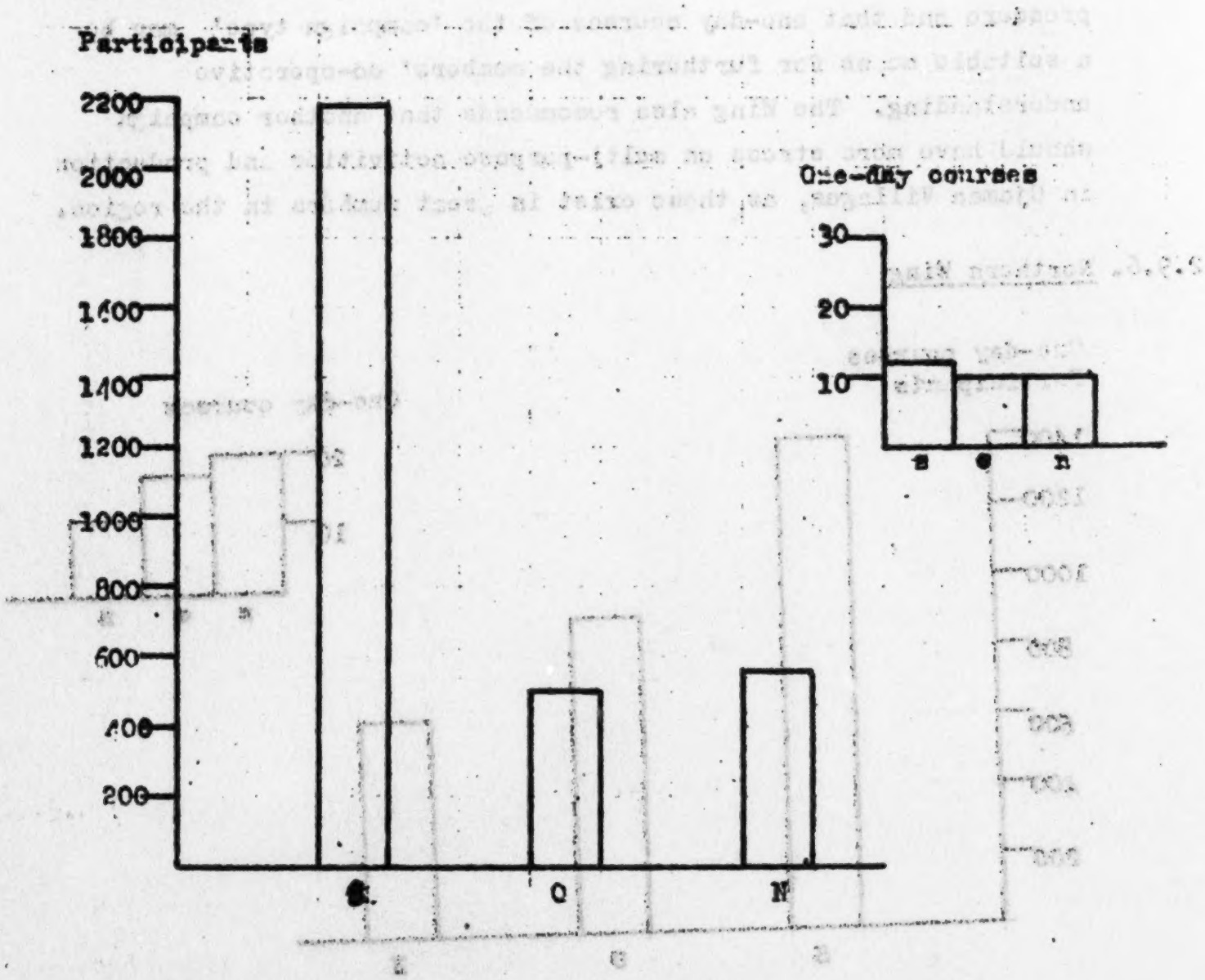
(ii) In some places the members claimed for allowance (posho) and transport to the meeting place. When neither allowance could be paid out nor transport be provided, most of the members decided not to participate.

(iii) The timing of the campaign; some parts of the Kigoma region was rainy and people were busy with their shamba work.

2.9.4. Mwanza Wing



2.9.5. **Mtwara Wing**



Mtwara Wing singles out the following problems as their main ones during the campaign:(28)

(i) The crop season.

(ii) Difficulties in getting outside teachers.

(iii) Some meetings coincided with those of the Presidential and Parliamentary elections.

(iv) Other local meeting.

(v) Local activities, e.g. celebrations, funerals.

The difficulties in getting outside teachers (co-operative officials; inspectors etc.) was, according to the Wing, attributable to the crop season and, ultimately, to the timing of the campaign.

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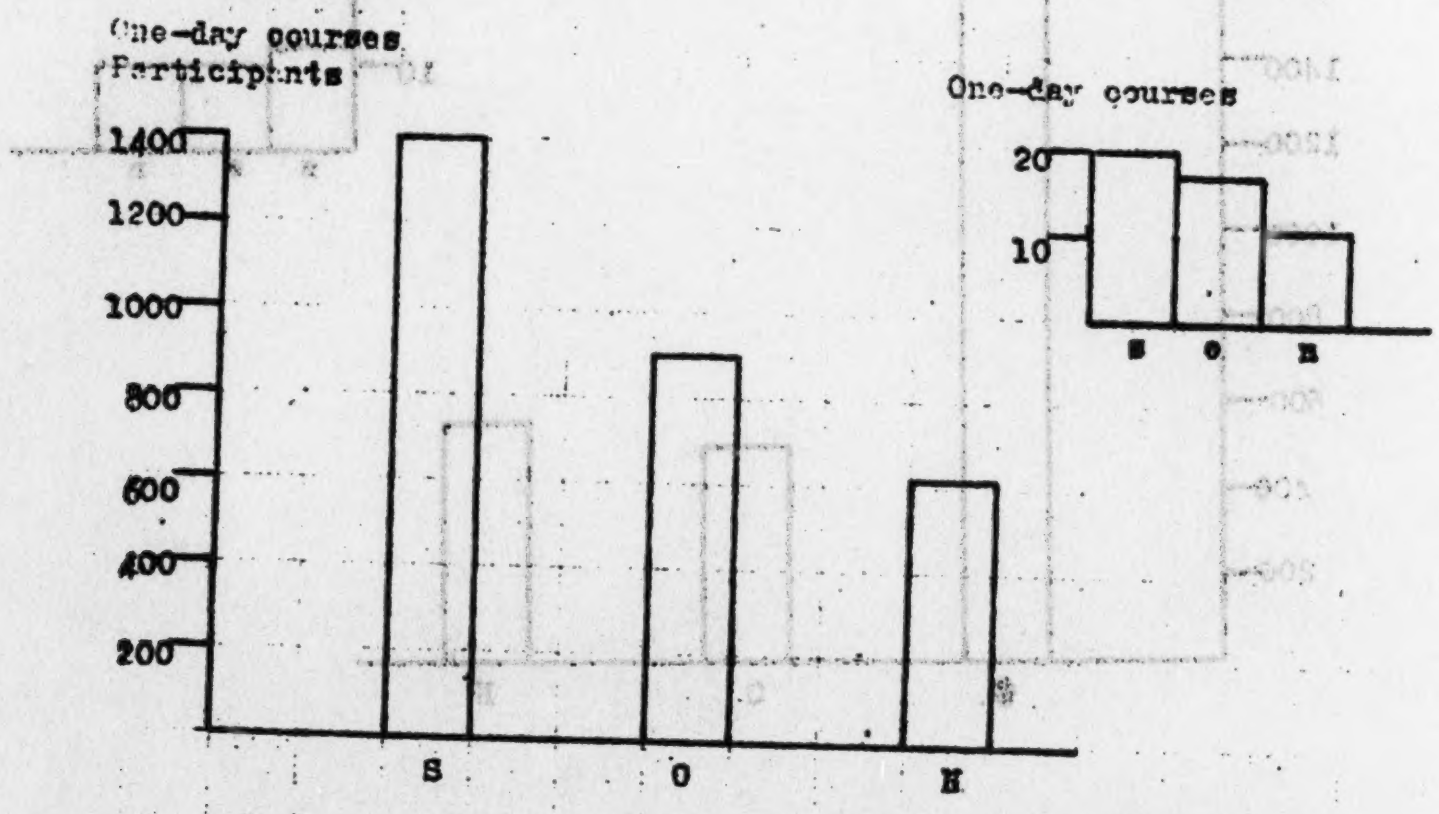
(28) MSL/AA/HT/ (undated).

In their concluding remarks the Wing refers to the fact that almost all of the primary societies were started under political pressure and that one-day courses of the 'campaign type' may be a suitable means for furthering the members' co-operative understanding. The Wing also recommends that another campaign should have more stress on multi-purpose activities and production in Ujamaa Villages, as these exist in great numbers in the region.

2.9.6. Northern Wing



The Northern Wing, which covers Arusha, Kilimanjaro and Tanga regions, listed the following problems: (29)

(i) The Ramadhan Fast. (November).

(ii) Harvesting period in many areas.

(iii) The Presidential and Parliamentary elections.

(iv) Long distance to meeting places.

(v) Lack of information to members.

The Wing states, with special reference to Arusha Region, that the officials of the primary societies are not encouraging the members to participate in such course activities. For example, there was no meeting of the committee in before-hand to discuss

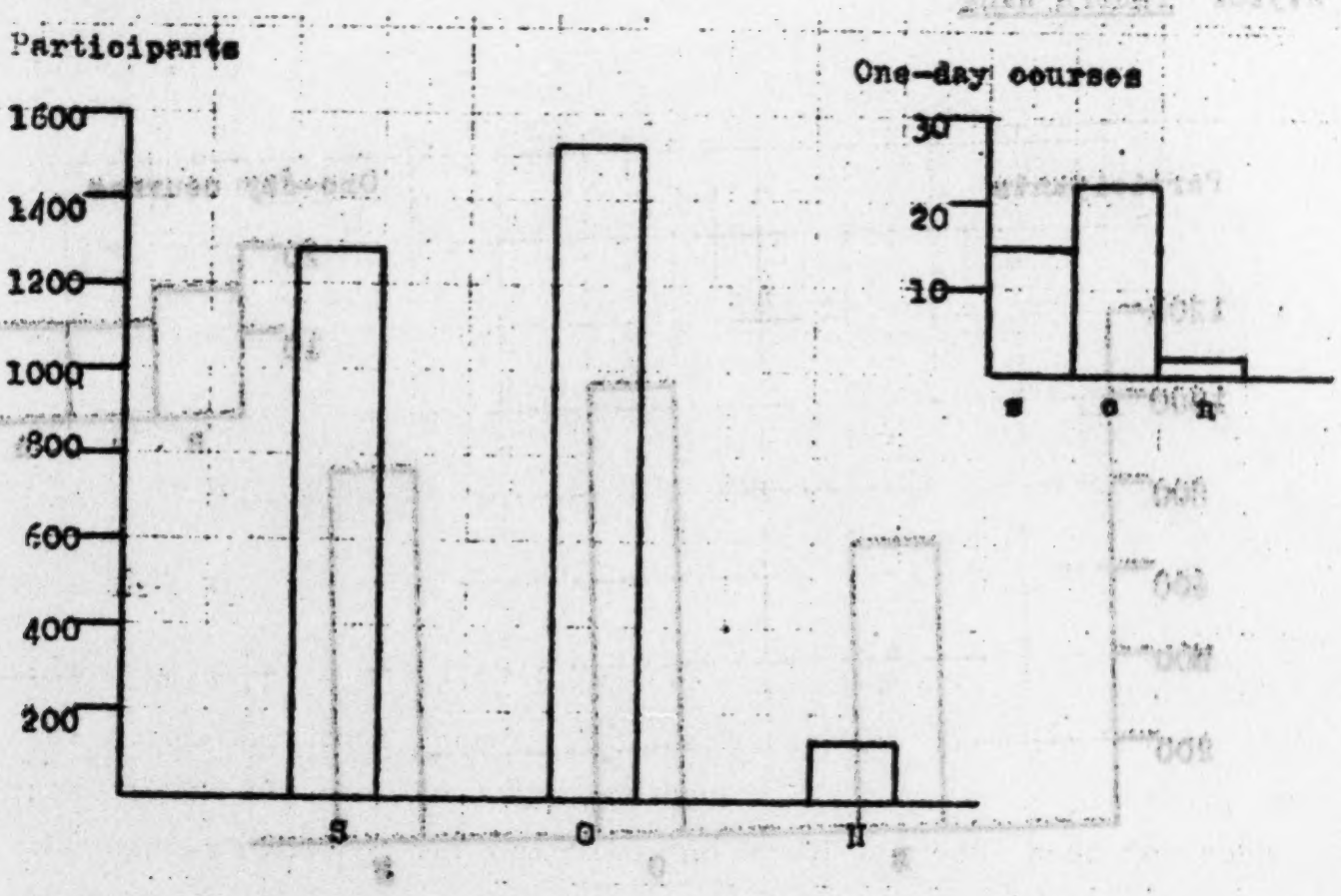
(29) JMS/MKSM/101270/9.38/50

the campaign and how the members should be informed.

In Tanga Region, on the other hand, the committee-men took great interest in informing the members. The results from this region is also the best one among the three regions covered by the Northern Wing.

The Wing had, in general, a positive experience from the campaign and recommends that courses for local leaders (from the co-operative societies and other bodies) should be held as soon as possible, as the experience from the campaign had shown a great need for such courses.

2.9.7. Songea Wing



Songea Wing reports the following difficulties in the course of the campaign: (30)

(i) The Ramadhan Fast

(ii) The Presidential and Parliamentary elections.

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(30) SOW/JMR/157/970, SOW/173/07/2/70 and letter dated November 3rd, 1970.

(iii) Farming

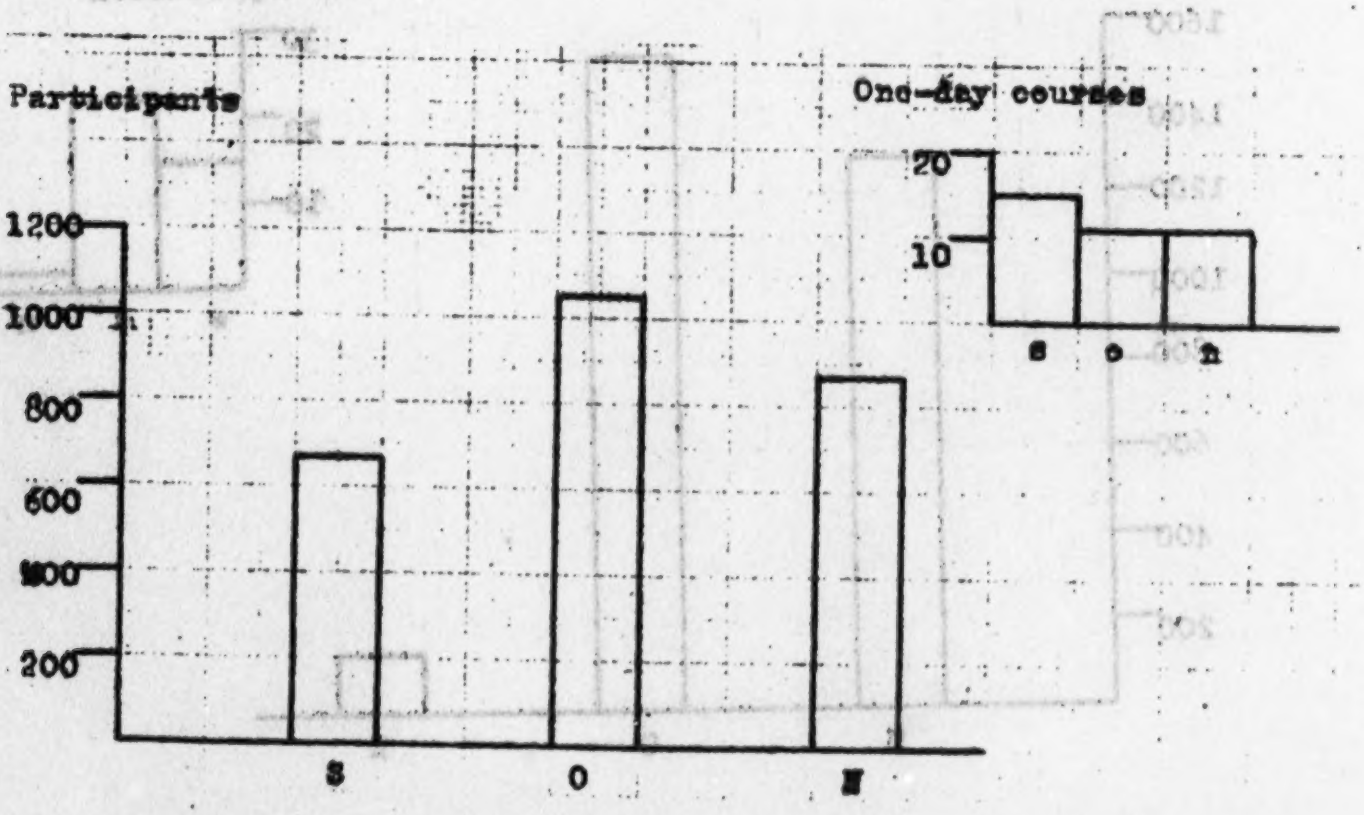
(iv) Abrupt transfers of teachers involved in the campaign.

(v) No Education Secretaries during September.

The Ramadhan Fast affected the campaign in Tunduru District very seriously, as this area is mainly Muslim populated. No course could be held there during November.

The Presidential and Parliamentary elections in October caused one of the Unions (Mbinga) to postpone the campaign. Tunduru Co-operative Union went ahead with the campaign as scheduled and the October results are produced from this union only.

2.9.8. Tabora Wing



Tabora Wing shows a comparatively even distribution of participants and one-day courses over the three months' period with no marked difference or drop out during the crucial months of October and November.

This does not, however, mean that the carrying out of the campaign took place without difficulties.

The Wing reports the following major problems: (31)

(i) The Ramadhan Fast.

(ii) The Presidential and Parliamentary elections.

(iii) Lack of information to the members.

(iv) Newly elected committee-men.

(v) Some secretaries of the societies involved were sacked during the campaign.

(vi) The Balance Sheets of some societies had not been presented to the members for the past three years.

(vii) One Education Secretary (Nguvumali) resigned during the campaign period.

(viii) Local dances (ngomas).

In spite of all the difficulties faced, the Wing concludes that they believe the campaign is a good approach in Member Education and suggests training for teachers to take part in future campaigns.

2.10. Summary of problems

One can draw the conclusion from the above accounts that there were two types of problem present: (1) problems of an "ad hoc" nature and (2) "permanent" ones.

Both categories have affected the campaign. The "ad-hoc" ones were:- (i) The Ramadhan Fast.

(ii) The Presidential and Parliamentary Elections.

Those of a "permanent" nature are mainly:

(i) Lack of information to members.

(ii) The crop season.

(iii) Long distances to the meeting places.

(iv) Local activities, e.g. dances, weddings, funerals.

3. AN INFORMAL EVALUATION.

In order to get a conception of how the campaign and the material used were received, a questionnaire was sent out to the Tutor/Study Organisers and to the participating (Zonal) Education Secretaries to be filled in and returned to the head office. The sample represents about half of the total teaching staff concerned (19-40) and almost all the involved staff of the Co-operative Wings (9-10).

(31) BK/IIM/221270/20 and OU/IIM/090171/1.

Below follows an account of the answers to the questionnaire. Note the questions, as they are put below, do not literally correspond to those in the questionnaire. Absolute figures are in brackets.

3.1. <u>Can Member Education be classified as a first priority in your area?</u>

Most of the answerers gave 'yes'. Those who didn't meant that committee-men and staff education were of an equal importance.

Yes	No
75% (15)	25% (4)

3.2. <u>Was the campaign worth while?</u>

The answer appears very positive. The question was general; a sort of 'summing-up question' or 'taking all circumstances into consideration' question.

Yes	No
90% (17)	10% (2)

3.3. <u>Was the syllabus good or inadequate?</u>

Almost all those who found the campaign worthwhile also found, in general, the syllabus good.

Good	inadequate
80% (16)	20% (3)

3.4. <u>Were the subjects too many, too few or adequate?</u>

Most of the answerers meant that the subjects were adequate but there were objections.

Too many	Too few	adequate
15% (3)	15% (3)	70% (13)

3.5. <u>Eachsubject was arranged in steps according to rate of difficulty. Was this arrangement satisfactory or not?</u>

Practically all found this arrangement satisfactory.

Satisfactory	Unsatisfactory
95% (18)	5% (1)

3.6. <u>Did the syllabus facilitated the carrying out of the campaign?</u>

Most of the answerers thought so - some with reservations.

Yes	No	Partly	No answers
65% (12)	0% (0)	25% (5)	10% (2)

3.7. How did you find the poster?

The majority of the respondents found it both expressive and attractive.

Expressive	Not expressive	Attractive	Not Attractive	Expressive and Attractive	Not expressive & Not attractive	No Answers
10% (2)	5% (1)	10% (2)	0% (0)	70% (13)	0% (0)	5% (1)

3.8. Has the poster been useful to the campaign?

The answers indicate that such poster may be useful to campaigns or other similar educational activities.

Very useful	Useful	Not very useful	No answers
50% (9)	25% (5)	15% (3)	10% (2)

3.9. Could the poster be understood?

Yes, but only after explanation. It was supposed to be an educative poster, which could be taken as a starting point for a one-day course.

Without explanation	Only after explanation	No answers
5% (1)	90% (17)	5% (1)

3.10. What about the Picture Story? Was it self-explanatory or not?

A majority of answers indicate that it was easy to understand.

Self explanatory	Not self explanatory	No answers
75% (14)	20% (4)	5% (1)

3.11. Did the Picture Story serve a useful purpose during the campaign?

A few respondents mentioned that the pictures could be technically improved but, by and large, it served a useful purpose.

Yes	No	No answers
85% (16)	5% (1)	10% (2)

3.12. How many radio campaign programmes have you listened to yourself?

The answers show that there has been no regular radio listening to the campaign programmes by the teachers and organisers involved in the campaign.

0	1	2	3	4	5	6	7	8	9	10	20	No answers
15% (2)	5% (1)	5% (1)	15% (3)	15% (3)	0% (0)	20% (4)	5% (1)	0% (0)	0% (0)	0% (0)	5% (1)	15% (3)

3.13. How did the radio programmes appear to you?

More than half of the respondents said the programmes were interesting and informative.

Interesting & Informative	Uninteresting and not informative	Interesting	Uninteresting	Informative	Not informative	No answer
60% (11)	0% (0)	15% (3)	0% (0)	10% (2)	0% (0)	15% (3)

3.14. How did you find the articles in the Gaseti la Ushirika?

The articles were based on the syllabus and the answers are also well correlated with those of the syllabus.

Useful to literate members	Not useful to literate members	No answers
90% (17)	5% (1)	5% (1)

3.15. How was the co-ordination of the various media?

(The media were: (i) one-day courses (ii) radio education (iii) the Gaseti la Ushirika (iv) poster and Picture Stories). A majority of answers indicate that the co-ordination was good.

Good	Not good	Don't know	No answers
65% (13)	0% (0)	30% (5)	5% (1)

The Tutors/Study Organisers and the Education Secretaries were then asked to comments upon members' reactions as follows:

3.16. How do you think the members found the subjects?

There was no disagreement on this point; they all had the impression that the members were interested in the subjects.

Interesting	Not interesting
100% (19)	0% (0)

3.17. How did the members react to the poster?

It appears as if the poster by its 'difficulty' has prompted the members to react (positively).

Positively	Negatively	No reaction	No answers
85% (16)	0% (0)	10% (2)	5% (1)

3.18. How did the members react to the Picture Story? They received a copy each. Were they happy to get a copy or were they indifferent?

The size of this Picture Story was 33 cm x 40 cm. It had 9 picture frames depicting the Ujamaa idea. (See example page 13). Most members appear to have appreciated it.

Happy	Indifferent	No answers
70% (13)	10% (2)	20% (4)

The questionnaire ended with two general questions to the Tutors and Study Organisers/Co-operative Secretaries.

3.19. What impact has the radio programmes had on the campaign?

Their judgements are very cautious. Cf. the following question and answers.

Great	Reasonable	Very little	No answers
10% (2)	40% (7)	25% (5)	25% (5)

3.20. What impact has the articles in the Gazeti la Ushirika had on the campaign?

The answers show a cautious opinion on the impact of the articles. Cf. previous question. The Gazeti la Ushirika is supposed to be available in the Primary Societies, although this is not always the case due to a variety of reasons. There are, however, very few societies owning radio sets.

Great	Reasonable	Very little	No answers
0% (0)	50% (9)	30% (6)	20% (4)

4. SUMMARY AND RECOMMENDATIONS.

The only sure conclusion that can be drawn from the answers to the above questionnaire is, perhaps, that there is a need for a proper and formal evaluation of the educational activities of the Co-operative Education Centre in general and of a future Member Education Campaign in particular.

A few indications emerge, however, from the experience of this pilot tets.

4.1. The administrative set-up

The present administrative structure with the Co-operative Wings and the Co-operative Education Secretaries/Zonal Education Secretaries working in collaboration on regional and society level is suitable to the running of a National Campaign. The total number of participants, almost 25,000, coupled with the major obstacles, the Presidential and Parliamentary elections and the Ramadhan Fast, corroborates this statement. The Special Campaign Reports from the field staff do also support this conclusion.

4.2. Organisation and planning of future campaigns

Although the experience from this pilot test indicates that acceptable results can be obtained through a minimum of organisational machinery, it is likely that, by improving that machinery, still better results may be expected.

In a future campaign all the Co-operative Education Secretaries and the Zonal Education Secretaries have to be more involved than the present campaign allowed. This means that they are to be part and parcel of the campaign; participating in its various stages. If, for example, the Co-operative Education Centre will be the national co-ordinator of such a campaign, it would be recommendable to hold a planning conference with representatives from the Head Office, the Co-operative Wings, the Co-operative Education Secretaries, the Gazeti la Ushirika, the Radio Section, the Education and Public Relations Officer of the Co-operative Union of Tanganyika and eventually others, who can be expected to play a part, for example, Managers of Co-operative Unions and Regional Co-operative Officers. They should plan the campaign. This includes the production of the teaching material. The field department of the Co-operative Education Centre should be responsible for the administration and the organisation of the campaign and for producing material (visual and other aids) for the campaign.

The next step for the Co-operative Education Centre field department should be to call all the staff of the Co-operative Wings to a thorough 'going-through-conference', where all the details of the campaign should be discussed and agreed upon.

The third step would be to arrange similar conferences in the field for all the Co-operative Education Secretaries and the Zonal Education Secretaries and this responsibility would rest with

the staff of the Wings.

The last, but perhaps the most important step, is to organise conferences for the committees or, at least, for the Chairmen and Vice-chairmen of the Primary Societies involved. They should be fully informed of the aims and objectives of the campaign and of the role they are expected to play. These conferences could possibly be run by the Co-operative Education Secretaries/Zonal Education Secretaries in close collaboration with the staff of the Wings.

By adopting the above procedure it is hoped that the participating personnel-from the staff of the Wings to the Committee-men of the Primary Societies - will be in a better position to actively stimulate participation in the campaign and to forward its aims and objectives.

4.3. Face-to-face relations

The experience gained from the campaign verifies that one-day courses are the most suitable means through which information and knowledge can be disseminated to large gatherings of people. And there is reason to believe that face-to-face relations also in the foreseeable future will be the most reliable communication approach in the rural areas. The one-day courses have, however, to be continiously improved. This includes information to the officials of the societies; information from the society to its members; the contents of the course programme; adult education techniques; audio visual aids etc.

The pilot test has aimed at improving the one-day course in general and in particular its contents by the production of a centrally written syllabus. It appears from the answers given in the questionnaire that the syllabus facilitated the teaching and that most of the teachers who replied found it good. This may indicate one way of improving the contents of the one-day course.

Another may be the arrangements of the material in steps. Practically all the respondents to the questionnaire found this arrangement satisfactory. This allows the organisers and teachers to disseminate Co-operative education in suitable pieces.

A third way may be through more visual aids. Simple drawings depicting one idea; the idea to be dealt with at the one-day course.

This would stimulate the participants' curiosity at the same time as their retention may gain from it. It is particularly necessary as a temporary measure until more and better (co-op) educational films become available.

.4. Illustrated material

In general the question of illustrated material needs to be further studied. What kind of pictorials appeal to and can be understood by the rural people? What do size, colour, amount of detail, perspective etc. mean to the understanding of a picture? Such and similar questions ought to be included in a coming evaluation.

At a fact finding tour before the campaign, a group of members in Nishagiwela Farmers' Co-operative Society in Tabora region was shown the campaign poster with the arrow and asked to state what they saw. After a few moments a man said "a house". They were asked to try again. "It's a hoe", said another member. It then became evident to the interviewer that the members "saw" the political symbols to be used in the Parliamentary Election, which was about to start. When the interviewer told them that he was not involved in the Election Campaign, he was told the right answer (an arrow made up of people) straight away.

The answers given in the questionnaire are, most of them, positive towards both the poster and the Picture Story and a majority felt that the Picture Story could be understood without explanation. The answers do not allow us to draw any particular conclusion but apparently indicate a wish on the part of the field staff to have more and better illustrated material available.

In this connection it would be appropriate to suggest that the Centre either employs a man specialised in graphic arts, which must be further developed, or keeps in close contact with the Audio Visual Institute to be established in Dar es Salaam. If the present rate of development of the Centre is secured, and if it is to be

located in Moshi in the future, too, it would probably be worthwhile for the Co-operative Education Centre to have its own graphic artist, preferably one who is also familiar with lay-out and other publicity/production questions.

4.5. Radio programmes and articles in the Gazeti la Ushirika

The answers to the questionnaire reveal that there has been no regular listening to the radio programmes among the field staff, who carried out the campaign. They also indicate that one should not expect too much from these media in a campaign like this under the present circumstances, e.g. few radio sets available in the rural areas and few litterate people among the Co-operative membership.

4.6. Selection of participants to one-day courses

A major point in the selection of members to the one-day courses was that each committee-man should bring at least five members each and that these members should participate at all the three one-day courses. The reports received from the field indicate that this idea did not materialise very well. In many cases the committee-men did not take these duties seriously and did not bother whether the same people attended or not. In fact this procedure of having the same people attending all the three one-day courses might have appeared unfair to some committee-men, who, instead, invited members who had not previously participated. This seemed, without doubt, more logical to the committee-men and they cannot be blamed as, in most instances, they were not fully aware of the aims and goals of the whole campaign. This lack of information and involvement on the society level is expected to be considerably reduced through the means described under 'Organisation and planning of future campaigns'.

4.7. Problems and timing

As the previous pages have shown there have been problems in abundance. The major ones being lack of information to the members, the Ramadhan Fast and the Presidential and Parliamentary elections. The latter two problems, the Ramadhan Fast and the Presidential and Parliamentary Elections, which have earlier been referred to as

'ad-hoc' ones, are the result of the timing of the campaign. Events that are likely to disturb a campaign have to be carefully considered at the planning stage. It is, however, difficult to counteract all problems-even if they are known. For example, the Ramadhan Fast was adhered to differently in different parts of the country according to their Muslim population. But there was also a difference within the Muslim community; in some areas (Tabora) they agreed to participate while in others (Songea) there was hardly any response at all during November.

4.8.4 Attendance

The overall attendance is regarded as good. The instructions given said that each committee-man (there are 10 in each society) should bring at least five members to the one-day courses and that each Wing should organise a minimum of ten (10) courses per month. This means that it was expected that each course should be attended by about 60 members and that each Wing ought to have a monthly attendance of at least 600 members. As the results in page 18 show the figures are higher; the average attendance per course during September and October was 70 members while it dropped to 50 in November due to the Ramadhan Fast. The average attendance per course for the whole period, September - November, for all the Wings was 65 members. One can therefore conclude that the committee-men in general called members to the one-day courses though the selection procedure referred to above under 'Selection of Participants to one-day courses' was overlooked.

At future National Campaigns or campaigns locally arranged by the Wings along the same lines as the present one, it is necessary that the committees fully understand the importance of selecting members for campaign activities and other educational work.

The problems of attendance is, however, not solved. In many places people do not turn up. There is a variety of physical reasons: long distance to the meeting place, no transport facilities, crop season etc. etc. But to our understanding the course programme is of greater importance than the physical reasons mentioned. It should not be necessary, as happened in one village during the campaign, that the local authorities of this village ordered all shops and the market place to be closed, thus disrupting

the village life, and more or less forced all villagers to participate in the one-day course. This creates bad feelings on the part of the public and leaves an image of coercion and force, things that have no place neither in the Co-operative Movement nor in adult education. The proverb "You can take a horse to the water, but you cannot make him drink" appears appropriate.

There is probably only one way of solving the attendance problem: the course programme, the contents of the one-day course, must be that good that people should feel they really miss something, if they do not attend. There is nothing wrong with the people but quite a lot is to be done to the course programmes and to the techniques of presentation.

4.9. Adult Education Year

It was anticipated that a number of prominent people should come forward during the year and stimulate adult education activities both on a national and local level. Unfortunately, these occasions were exceptions rather than rules and there are no direct indications that the 'Adult Education Year' has facilitated the campaign.

ERIC Clearinghouse
JUN 11 1971
on Adult Education